DOCUMENT RESUME

ED 467 629 SO 034 101

TITLE	Children out of School. Issues.
INSTITUTION	Department for International Development, London (England).
ISBN	ISBN-1-86192-403-8
PUB DATE	2001-10-00
NOTE	17p.
AVAILABLE FROM	Department for International Development, 1 Palace Street, London SW1E 5HE, United Kingdom. Tel: 020-7917-7000; Fax: 020-7917-0019; e-mail: enquiry@dfid.gov.uk; Web site: http://www.dfid.gov.uk/ .
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Access to Education; *Childhood Needs; Developing Nations; *Educational Development; Elementary Education; Foreign Countries; Gender Issues; *Social Problems
IDENTIFIERS	*Basic Education; UNESCO

ABSTRACT

This paper aims to provide a clear understanding of the circumstances of children who are not in school, as a background for a step-change in national and international efforts to make progress toward the Millennium Development Goals of achieving Universal Primary Education (UPE) by 2015 and the elimination of gender disparities in primary and secondary schooling by 2005. The analysis draws on the United Nations Educational, Scientific and Cultural Organization (UNESCO) Education for All (EFA) 2000 Assessment, including the headline figure that some 113 million children of school age were not enrolled in school in 1998 -- one child in every five. It should be recognized that the statistical base is weak, and all the figures used in the paper should be regarded as broad orders of magnitude. It is equally important to underline that enrollment figures understate the extent of the deficit in providing a basic education of good quality. It is widely accepted that between four and six years of schooling are needed if the key skills of literacy and numeracy are to be retained and to provide the basis for further learning. Completion rates are low for girls, and even in countries with high rates of enrollment, only a much smaller proportion of either gender actually complete their primary education. The paper assesses what is known of children out of school by region and country, and by gender and circumstance. It then suggests how to make a reality of the international pledge at Dakar, at the World Education Forum (2000), that no countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources. Appended are: Efforts Required to Achieve UPE (Universal Primary Education) by 2015; and Classification of Countries According to an Enrollment Gender Parity Index. (Contains 28 notes and 2 tables.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

DFID Department for International Development

ED 467 629

Children out of school

SO 034 101

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Arthur

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Children out of school

Department for International Development
October 2001

Contents

		Page
	Introduction	4
A	**Children out of school**	5
B	**Accelerating Progress**	9
C	**Stepping up International Action**	12
Annex A	**Efforts required to achieve UPE by 2015**	14
Annex B	**Classification of countries according to an enrolment gender parity index**	15

Introduction

1 This paper is designed to provide a clear understanding of the circumstances of children who are not in school, as a background for a **step-change** in national and international efforts to make progress against the Millennium Development Goals of achieving Universal Primary Education (UPE) by 2015 and the elimination of gender disparities in primary and secondary schooling by 2005.

2 The analysis draws on the United Nations Educational, Scientific and Cultural Organisation (UNESCO)'s Education for All (EFA) 2000 Assessment, including the headline figure that some 113 million children of school age were not enrolled in school in 1998 – one child in every five. But it is important to recognise that the statistical base is weak and that all the figures used in this document should be regarded as broad orders of magnitude.

3 It is equally important to underline that enrolment figures understate the extent of the deficit in providing a basic education of good quality. It is widely accepted that between four and six years of schooling are needed if the key skills of literacy and numeracy are to be retained and to provide the basis for further learning. But in many countries even with high initial enrolment rates, only a much smaller proportion actually complete five years of primary education. Furthermore, completion rates are typically lower for girls, for children in poor households, and for those living in rural areas. Even where children complete a full primary cycle, international evidence suggests that the quality of teaching and learning in the schools of many developing countries is of a very low standard.

4 This paper assesses what we know of children out of school by region and country, and by gender and circumstance. It then suggests how to make a reality of the international pledge at Dakar, at the World Education Forum (2000), that "no countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources".

A. Children out of school

Children Who Are Not Enrolled in School

5 The EFA Assessment estimated that 113 million[1] children were not enrolled in primary school in 1998. This figure represents one in five of every 6-11 year old child. Some 60% of the total are girls. Nearly 87% of the total lived in three regions: sub-Saharan Africa, South and West Asia and the Arab States and North Africa.[2]

Sub-Saharan Africa

6 Approximately one third of the enrolment deficit of 42 million children in sub-Saharan Africa is found in two countries. It is estimated that up to 7 million school-age children may not be enrolled in both Nigeria and in Ethiopia. Both countries have major plans for achieving UPE but currently operate in weak reform environments.

7 Estimates for countries with the highest numbers of children out of school are provided in Table 1, although these figures should be treated with great caution.

Table 1: Children Out of School in sub-Saharan Africa (in millions)

Nigeria	7
Ethiopia	7
Sudan	3.9
DRC	3.5
Kenya	2.4
Ghana	1.5
Mozambique	1.5
Burkina Faso	1.3
Tanzania	1.2
Niger	1.2
South Africa	1.1
Mali	1.0
Cote D'Ivoire	1.0
Total	**23.6 million**

Sources: Country Data for World Education Forum

8 In Liberia, Niger, Burkina Faso, Ethiopia, Burundi, Eritrea, Guinea, Mali, Sudan, Mozambique, Central African Republic and Chad, the numbers of school- age children out of school exceeds the number of children who are enrolled. During the 1990s, enrolment rates declined in 17 countries (Angola, Burundi, Cameroon, Central African Republic, Comoros, Cote d'Ivoire, Democratic Republic of Congo (DRC), Kenya, Lesotho, Liberia, Madagascar, Nigeria, Sierra Leone, Somalia, Tanzania and Zambia). These 17 countries account for 50% of the school-age population in sub-Saharan Africa.

9 Of the countries listed in paragraph 8, 10 are states affected by, or recovering from conflict; Angola, Burundi, DRC, Eritrea, Ethiopia, Liberia, Mozambique, Sierra Leone, Somalia, and Sudan.

10 However, performance in other countries shows what can be achieved, even in relatively short periods of time. Enrolment rates of school-age children of over 90% have been achieved in Cape Verde, Botswana, Equatorial Guinea, Malawi, Mauritius, Seychelles, Swaziland, South Africa, Uganda and Zimbabwe. Enrolments in Uganda, Malawi and Mauritania doubled in five years.

11 To achieve UPE by 2015, countries in sub-Saharan Africa will need to enable an additional 88 million children to enrol in school between 1997 and 2015. This represents an annual, year-on-year increase, of 4.9 million, a growth rate of 5.2% per annum. This requires a threefold improvement in the rate of expansion achieved from 1990-1997. If the current rate of enrolment increase were to be maintained, less than half of the 43 countries would achieve even a Gross Enrolment Rate[3] of 100% by 2015[4]. Ten times the previous rate of increase will be needed in countries in conflict such as Angola, Burundi, DRC, Liberia and Somalia.

[1] UNESCO (2000), *Education For All 2000 Assessment, Statistical Document*. World Education Forum. UNESCO, Paris

[2] Note from the UNESCO Institute of Statistics (2001), *EFA Monitoring Report: Implications of the Current EFA Status for Realisation of the Dakar Goals by 2015*. UNESCO, Paris.

[3] Gross enrolment is the proportion of all children enrolled in school as a percentage of the school age population.

[4] Human Development Network, World Bank (2001), *Education for Dynamic Economies: Accelerating Progress Towards Education for All*, Draft. World Bank, Washington.

BEST COPY AVAILABLE

South and West Asia

12 In 1998, South and West Asia had the highest total number of children out of school of any region. Some 30% of India's school-age population is not enrolled in primary school[5]. This figure represents nearly 30% of all school-age children out of school in the world. In Bangladesh, the figure is 20%, in Bhutan, 50% and in Afghanistan, 70%, with the enrolment of girls falling rapidly.

Table 2: Children Out of School in South and West Asia (in millions)

India	35.0
Pakistan	5.7
Bangladesh	3.5

Sources: Country Data for World Education Forum

13 In contrast to Sub-Saharan Africa, the ***rate*** of enrolment increase required in South and West Asia is less challenging; although the overall numbers of children out of school remains high. It is estimated that an additional 40 million children will need to be enrolled to achieve the UPE target and that this will require the same pace of enrolment increase that was achieved from 1990-1997. This relatively lower rate of expansion is explained in large measure by the fact that the school age population in South Asia is not expected to rise in the coming decade.

Arab States and North Africa

14 There are widely differing levels of progress towards achieving UPE in this sub-region. Yemen, with 1.5 million children out of school, and Morocco, with 1.4 million, are the countries with the largest totals.

In Summary

15 Outside of these three regions the major deficits countries are Brazil (2.5 million), China (1.4 million), and Indonesia, Thailand, and Myanmar, all with 1.3 million children out of school. UNESCO has recently summarised the effort needed to achieve the enrolment dimension of UPE by 2015 for each major region of the world (Annex A).

Girls Out of School

16 Progress towards the 2005 target of eliminating gender disparity in primary and secondary education is uneven. The number of girls in school has steadily increased. In 1990, 76% of school-age girls were in school. The figure for boys was 84%. In 1998, the figures were 80% for girls and 87% for boys. At this global level the gender parity index had improved from 0.91 to 0.93. If attendance at school takes no account of school age, the proportion of girls enrolled in school has increased to the point that it almost equals the proportion of girls in the school- age population[6].

17 But school-age girls continue to be less likely to be enrolled in school than boys, particularly in countries with low levels of enrolment. Inequalities between girls and boys remain deeply rooted. In many societies girls' education is not seen as a priority and even where consideration is given to sending girls to school, the real and perceived dangers associated with schools, acts as a major deterrent.

18 In sub-Saharan Africa the enrolment of girls in school increased by 55% between 1980 and 1995 and almost kept pace with population growth, but it is still only 80% of the combined primary and secondary enrolment of boys. Globally, of the 25 countries with the poorest boy-girl ratios, 17 are in sub-Saharan Africa, notably in Francophone West African countries (Annex B). South Asian countries have reduced the gender gap but in Bhutan, India, Nepal and Pakistan there are still only between six and eight girls enrolled for every ten boys. In the Arab States and North Africa 71% of school age girls are in school – nine points lower than for boys.

19 Nevertheless, some countries have demonstrated very clearly that improvements are possible. Guinea has sustained a 12% annual growth in the enrolment of girls for over a decade[7]. In Asia, Bangladesh has improved the girl- boy ratio from 40:60 to 49:51 in under 20 years.

Circumstances Affecting Children Who Are Not Enrolled in School

20 The population of school-age children who are not enrolled in school is characterised by a range of interrelated factors:

a. Poverty

Children who do not attend primary school or drop out at an early stage are overwhelmingly from poor households in poor countries. In Zambia, there is a difference of 36

[5]The Government of India Planning Commission suggests that the figure is higher; that out of approximately 200 million children in the age group 6–14 years, only 120 million are in school.
[6]Ibid UNESCO (2000)
[7]Ibid Human Development Network, World Bank (2001).

points in the enrolment rate of children from the richest and poorest households[8].

b. Above Average Rural Location

A study of Demographic and Health Surveys (DHS) in 38 countries shows that school enrolment and attendance is much lower in rural than urban areas.[9] The imbalance is much greater for girls. In Niger, while there are 80 girls for every 100 boys in towns, there are 41 girls per 100 boys in rural areas. Distance of home from school is a key factor.

c. Disability and Special Needs[10]

Most children with disabilities are out of school where there is no inclusion of those with physical, emotional or learning impairments within the education system. An assessment of numbers is fraught with difficulty but the World Health Organisation (WHO) estimates that one in 10 children in developing countries has special needs in education – at least 60 million school-age children. In China, one estimate suggests that there are 8 million disabled children for which special schools cater for approximately 130,000[11]. In Uganda it is not uncommon for children with disability or suspected of carrying HIV/AIDS to be chased away from school.

d. Living with Conflict

Upwards of 70 countries in the world are affected by conflict. Many children live with conflict, are displaced by it within their own countries and travel across borders and become refugees. They are among the poorest children in the world. Some 50 million people are displaced. One estimate suggests that 50% of children who do not attend school live in countries in crisis or emerging from conflict. Data on the education of displaced children are weak but in 1997/8, UN High Commissioner for Refugees (UNHCR) programmes provided education to approximately 650,000 children[12].

e. Living with HIV/AIDS

HIV/AIDS is changing the lives of millions of children. Each day, 8,500 children and young people are infected with HIV/AIDS. By the end of 2000, 10.4 million children under the age of 15 had lost their mother or both parents to AIDS[13]. The trend is upwards and the situation becoming ever more serious, especially in sub-Saharan Africa. Some evidence suggests that children whose parents have died from AIDS are less likely to attend school than those who have not lost a parent. Children are withdrawn from school to care for siblings, the sick or for economic reasons, particularly girls. In Zambia[14], 32% of orphans in urban areas were not enrolled in school, compared with 25% of non-orphans. In rural areas the figures were 65% and 48%. HIV/AIDS-affected children face discrimination and stigmatisation.

f. Needing to Work

Worldwide, 250 million children between the ages of five and 14 are estimated to be engaged in some form of work – part time or full time. In India and Bangladesh[15], child labour is most prevalent where there are slow rates of demographic transition, poor economic growth rates and labour productivity; agro-climatic uncertainty, especially in remote communities, and where poverty combines with other forms of disadvantage, such as caste, gender, ethnicity and livelihood insecurity.

Children Who Do Not Complete Five Years of Primary Education

21 As was noted at the beginning of this paper, school enrolment is vitally important but it is only part of the UPE equation. Many countries have relatively high initial enrolment figures but poor primary school completion rates. Completion rates are lower for girls, children from poor households and those living in rural areas. For example, Malawi has a gross enrolment ratio of 103%, but only 38% of each first year group is reaching grade 5. In Bangladesh, the figures are 96% and 44%, in Pakistan 83% and 48%. In Bolivia, 60% of children reach Grade 5 although the country has an enrolment figure of 97%. Completion rates provide a much stronger test of UPE than enrolment alone.

Learning Outcomes

22 The ultimate test of UPE is whether all children are achieving acceptable, minimum learning outcomes. There is a growing body of international evidence that

[8] Filmer D (2000), *The Structure of Social Disparities in Education: Gender and Wealth*, Policy Research Working Paper 2268 World Bank Washington.
[9] United Nations (2000), *The World's Women 2000: Trends and Statistics*. United Nations, New York.
[10] Defined by DFID as "a permanent or temporary loss of function that leads to social or economic disadvantages and limits opportunities to take part in the community on an equal footing with others".
[11] Watkins, K. (2000), *The OXFAM Education Report*. OXFAM. OXFORD.
[12] ED/EFA/AEU UNESCO (1999), *Education in Situations of Emergency and Crisis*. UNESCO. Paris.
[13] SCF (2001), *Children Affected by HIV/AIDS. Rights and Responses in the Developing World*. SCF. London.
[14] UNICEF (1999), *The Progress of Nations*. UNICEF. New York.
[15] Kabeer,N (2001), *Deprivation, Discrimination and Delivery: Competing Explanations for Child Labour and Educational Failure in South Asia*. IDS Working Paper 135. IDS. Sussex.

suggests that the quality of teaching and learning in the schools of many developing countries is of a very low standard[16]. Participation in primary education is not an end in itself. It is a process which should develop self-esteem and confidence and an ability to apply knowledge and skills in diverse circumstances and for a spectrum of social, economic and political purposes.

[16]see for example Chinapah, V et al. (2000), *With Africa for Africa, Quality Education for All*, UNESCO, Paris. And examples quoted in Watkins, K (2000), *The Oxfam Education Report* OXFAM, Oxford e.g In Pakistan, only 34% of a sample of 11-12 year olds could read with comprehension. In Zambia, three quarters of Grade 6 students were judged to lack basic literacy. Only 1.5% of a sample of Grade 6 students in Ghana passed a numeracy test.

B. Accelerating progress

"There are no insurmountable obstacles to achieving full enrolment of all children in schools of acceptable quality – even in countries which are presently far from achieving SFA [Schooling for All]. *However in order to achieve this, the critical changes are not necessarily limited to increasing public expenditures, but also to the introduction of reforms to the ways in which schools are organised, resourced and managed."*[17]

23 A real step change is needed in those countries which do not accord appropriate priority to investment in primary education and gender equality. But supply side improvements must be matched by strengthening the demand for education, through political processes and economic development strategies. Little real progress will be made without strong and sustained political commitment. Technical measures without a wider process of reform will not work. National poverty reduction planning, including through Poverty Reduction Strategy Papers (PRSPs), must encompass a commitment to the Millennium Development Goals for education. The analysis that follows takes this as its starting point.

24 Much is already known about measures that need to be taken to achieve UPE. A proven range of strategies exists; approaches that have been highlighted in a range of international studies and reports[18]. This paper focuses on some of the key requirements.

25 **Making primary education free and compulsory must be one key objective.** The direct costs of primary schooling to poor households and the opportunity costs of enabling children, especially girls, to attend school, are major barriers to the achievement of UPE and gender equality in schooling. The abolition of primary tuition fees in Malawi and Uganda, brought about by strong political leadership, resulted in enrolment increases of up to 3 million in Uganda and 1.9 million in Malawi. The impact was greatest on the enrolment of girls.

26 It follows from this that governments must factor in the costs of introducing free primary education. In Cambodia, Zambia and Tanzania in the 1990s, over three-quarters of the estimated cost of primary education was met by private household expenditure[19]. All three countries are now in the process of cutting direct costs and developing education budgets which more fully represent the cost of providing effective primary education for all.

27 **Primary education budgets will need to grow and be used more efficiently.** Analysis of countries that are on track to achieve UPE suggests that an allocation of 3% of GNP is affordable and necessary. The World Bank concludes that, those low-income countries that are on track to achieve 100% enrolment and 80% of children completing Grade 5 by 2015, exhibit a "powerful combination of relatively high education spend on primary education (2-3% of GDP), 'reasonable' and sustainable unit costs and pupil-teacher ratios consistent with effective learning"[20]. An allocation to non-wage expenditure consistent with a minimum package of learning inputs is essential.

28 A UNICEF study[21] highlights the importance of country level analysis of the minimum year-on-year additional cost of achieving UPE. The highest percentage figures are in some of the poorest countries with the worst education indicators. Ten countries in sub-Saharan Africa would need to spend at least an additional US$50 million per annum until 2015 (Cameroon, Cote D'Ivoire, Ethiopia, Mozambique, Niger, Nigeria, Senegal, South Africa and Tanzania). The figure for India is estimated to be US$1,000 million and in Pakistan, US$450 million.

29 One understated component of improving both the equity and the quality of learning is **the governance and management of education.** Without improvements in efficiency, equity and gender focused reform[22] the

[17] Colcough C and Al-Samarrai S, (no date) *Achieving Schooling for All: Budgetary Expenditures on Education in Sub-Saharan Africa and South Asia.* IDS, Sussex.
[18] For example, *The Dakar Framework for Action* (UNESCO 2000), *Education Sector Strategy* (World Bank 2000), *State of the World's Children: Education* (UNICEF 1999), *The Challenge of Universal Primary Education* (DFID 2001), *The OXFAM Education Report (OXFAM 2000)*
[19] Bray, M (1997), *Counting the Full Cost*, World Bank, Washington.
[20] Ibid Human Development Network, World Bank (2001)
[21] Delamonica, E Mehrotta S, Vandemoortele, J (2001) *Education for All is Affordable: A Minimum Global Cost Estimate.* Staff Working Paper. UNICEF, New York.
[22] Ibid Colclough C and Al-Samarrai S

education targets will not be achieved. The relationship between public sector reform and better education needs a much stronger articulation than has been achieved hitherto. The development and good management of locally responsive and child friendly schools is critical to sustained improvement. School improvement requires that resources reach schools, and that local managers are accountable for their effective use. In some countries efforts to devolve authority to school, communities and districts has increased corruption. So, the capacity to implement reform needs much greater attention.

30 Increased levels of spending are necessary but are not in themselves sufficient. **Gender equality requires more intensive action to address the social, cultural and financial barriers that limit educational opportunities.** The opportunity costs of sending girls to school are high. They are underpinned by the deep-seated cultural barriers and social pressures that face young girls. While a good quality primary education can contribute to breaking down these barriers, more proactive measures and incentives are needed to enable school-age girls to come to school. There is already a wealth of evidence to show what makes a difference. Schools need to be safe and friendly places for all children. Easy access to schools and early enrolment, well before puberty are important. Flexible school calendars and daily timetables, pre-schools which enable school-age children to be free of caring for younger brothers and sisters, the presence of female teachers and, in some circumstances the introduction of bursaries and scholarships, can all make a difference. In some parts of the world, measures are needed to encourage boys to participate in schooling; in the Caribbean and in some countries in Southern Africa.

31 But all of these measures, necessary in their own right, will have limited impact without the fundamental changes in attitude which lead to the understanding that gender equity benefits everyone. This requires sustained political leadership and example. It needs governments clearly committed to gender equality through the mainstream of all policies and the capacity to implement them.

32 More attention is needed to a diversity of **strategies that respond to the particular circumstances and disadvantages** of children out of school. More flexible approaches to formal schooling can respond to the needs of many children who are out of school but there is considerable scope for the extension of more innovative approaches to basic education.

33 To meet the needs of children in **disadvantaged rural communities** demands greater equity in the allocation of financial resources, good teachers and quality learning materials, between town and country.

34 **Inclusive education** policies are required for **disabled children** to realise their right to education. The circumstances and needs of disabled children have to be profiled in ways which break down attitudinal barriers. Legal frameworks should enshrine the rights of the disabled. Context specific measures need to be taken for the development of relevant curricula, learning materials, teachers, physical infrastructure and health education, all of which should be conceived and developed as an integral part of the national education systems.

35 A much greater global effort is needed to end conflict. Education has an important role to play in this process. New approaches, norms and standards are needed to meet the needs of children affected and displaced by **conflict.** There has been relatively little systematic exploration of the educational models and practices that are most effective, although the focus of UNHCR and Save the Children Fund on community participation deserves wider understanding.[23] Semi-formal education programmes in refugee camps, the use of radios for teaching girls, and special provision for children disabled by conflict are a few of the ways in which education can be provided.

36 For many countries, notably in East, Central and Southern Africa, meeting the educational needs of **children affected by HIV/AIDS** requires a sea change in the thinking about the design and delivery of all forms of education. The educational needs of AIDS orphans in particular requires a response which traditional, formal schools are not well equipped to address. No aspect of education is untouched by AIDS. All education plans must explicitly factor in the financial and personnel costs of the pandemic and the changing nature of the demand for, and supply of, education. The circumstances and educational needs of AIDS orphans requires particular attention. At the same time, education has a key role to play in reversing the spread of AIDS. In countries where there has been high-level political understanding of these imperatives, as in

[23] Save the Children (2000), *Towards Responsive Schools*, DFID, London
[24] World Bank (2001), *A Chance to Learn: Knowledge and Finance in Sub-Saharan Africa*, World Bank, Washington

Senegal and Uganda, the incidence of AIDS has been checked.[24]

37 **Child labour** is a diverse phenomenon much of which is 'hidden' in terms of reliable statistics and data. It is founded in poverty. Reducing the poverty that encourages child labour strengthens the demand for education. Studies in Nepal, show that as long as schools fail to lead to real or perceived livelihood opportunities, children will continue to choose to work. Combining work and education is one way forward. Bursaries to poor families and payments to employers to release children are being used effectively in some countries. Stipends to the poorest households in Brazilia resulted in a dramatic rise in enrolment rates. In some Indian States, NGO-led educational programmes for working children have been integrated into strategies for reducing child labour.

38 This diversity of circumstance and need points to the potential for **new and expanded partnerships in education**. There is scope for stronger NGO/civil society organisation and religious faith links with the public sector, as demonstrated by collaborative programmes for street children. Public/private sector arrangements for publishing and book selling enable better public access to reading materials. Inter-ministry collaboration in the development of national literacy strategies can contribute to UPE through non-formal adult education and family literacy programmes. Health, water, environment, infrastructure and rural livelihoods programmes can all contribute to better education for disadvantaged children. Media-led initiatives can help to motivate children out of school to become interested in what education has to offer. The use of new technologies, including through distance education, can develop the skills and the capacities of teachers and managers, needed to improve the quality of education. And schools and their pupils can be strong advocates for education within their own communities.

39 All of these strategies must encompass **investments in quality education** which provides " the highest returns because they not only result in higher learning achievement but also partly pay for themselves through efficiency gains"[25]. Drop- out and repetition rates fall and children are more likely to complete the first cycle of a primary education, and to be motivated to learn. Key investments include: better-trained and better-supported teachers; a manageable, well-sequenced and locally relevant curriculum, accompanied by a minimum package of learning materials that will encourage reading; initial literacy in a first language; safe and healthy learning environments; and effective measurement of progress and learning attainment.

[25]Ibid World Bank (2001).

C. Stepping up international action

40 Achieving UPE and gender equality can only happen through reform and action at the country level but the wider international community, including bilateral and multilateral agencies have responsibilities and roles in meeting the commitment of the Dakar Framework for Action that " ...no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources".

41 But the international response to the Dakar commitment has been slow and has lacked effective co-ordination.

42 How can international action be stepped up in a coherent, well-organised and supportive way? An eight-point plan of action is proposed. Some of what is suggested is underway but some of the proposals need greater international energy and co-operation.

- Nationally owned PRSPs and all similar planning frameworks should indicate how country plans to move towards the education Millennium Development Goals (MDGs) will be met, including through the release of HIPC (Heavily Indebted Poor Country) savings and with the assistance of the international community. So far as possible, this should be through sector-wide approaches and budget support. This should be the main approach for delivering on the Dakar commitment.
- It is an approach that should be underpinned by detailed analysis of the funding implications for achieving UPE and gender equality in schooling at a country level. The World Bank has indicated its intention to support work of this nature, (up to 20 countries by Spring 2002), including the tracking of expenditures from debt relief and identification of the scope for additional national resources within countries. Where necessary, assistance should be given to help countries undertake resource analysis of this type.
- It is already clear that there must be a step-change in the level of international financing to help countries achieve and sustain UPE and gender equality in schooling. This will be particularly necessary in sub-Saharan Africa and post-conflict countries. Multilateral Development Banks and agencies should take an active and leading role in providing this support. Bilateral agencies also have an important part to play, both in increasing the resources they devote to education in the context of PRSPs and in ensuring that their efforts are part of a co-ordinated international response to the challenge of achieving the MDGs. The International Monetary Fund (IMF) should take full account of anticipated aid flows in helping countries design fiscal packages.
- Dialogue and agreement on the meaning of "seriously committed" is required as a matter of urgency both internationally and within countries. As a minimum, this should include a clear political commitment to the early introduction of free primary education and to measures to promote gender equality. It should find expression in enhanced and sustainable budgetary allocations to basic education within wider sector and poverty reduction planning, as well as clearly defined strategies for meeting the education needs of all children out of school. There should be strong evidence that plans for better education have the widespread support of parents and communities.
- Regional initiatives, such as are being discussed for the development of Africa, should ensure that the Dakar commitments are firmly enshrined in their thinking and in their programmes.
- A scoping study should be undertaken to identify opportunities for private sector involvement in achieving UPE and gender equality, drawing on the experience of countries where partnerships are working well, such as South Africa. There should be a greater willingness by the international community to provide short-term assistance to facilitate experimentation and the trialling of innovative approaches, including by NGOs, faith groups and local communities.
- Progress towards the education MDGs and other EFA goals should be carefully monitored by the international community, as well as at country level. An assessment should be made annually by the EFA High Level Group convened by the UNESCO Director General. An authoritative EFA report should be published annually at the time of the High Level Group meeting. The commitment of the developed world should be monitored and reported at the World Bank annual meeting, and in the report on progress towards the MDGs provided by the Multilateral Development Banks for the G8. The lack of reliable, comprehensive data is an enormous handicap to providing effective

international assistance. An early assessment should be made as to whether the UNESCO Institute of Statistics is resourced sufficiently to fulfil its vital international mandate. Reporting by the Development Assistance Committee (DAC) of the Organisation for Economic Development and Co-operation (OECD) on aid to basic education should be improved and strengthened.

- All internationally supported commitments, campaigns and UN flagship programmes designed to reduce conflict, address gender inequality, meet the needs of working children and develop integrated national action plans for HIV/AIDS, should address how to meet the educational needs of out of school children.

43 These proposals could be endorsed by the UNESCO EFA High Level Group meeting in Paris at the end of October and taken on board by the G8 Task Force. They could inform the work of the World Bank in the lead up to the Spring Meetings in 2002 and help the European Commission finalise its submission to the EC Council on Education and Training.

44 Of all of the International Development Targets, UPE is the most readily attainable[26]. And significant progress is being made towards gender equality in schooling. The momentum towards these targets must be maintained. A clear demonstration of the range and the scale of international commitment is vital.

[26] Hanmer, L. and Naschold, F. (1999), *Are the International Development Targets Attainable?* ODI, London.

Annex A: Efforts required to achieve UPE by 2015[27]

Enrolment increase required between 1997–2015

	World	Developed regions	Transition countries	Developing regions	Sub-Saharan Africa	Arab States	Latin America and Caribbean	East Asia and Oceania	South Asia
Projected primary school-age population 2015 (in millions)	670.7	55.0	20.7	595.0	147.1	54.6	75.8	157.7	164.8
Annual average growth rate (%)	1.1	—	—	1.3	5.2	3.1	0.4	—	1.6
Annual absolute increase (in millions)	8.7	—	—	8.7	4.9	1.3	0.3	—	2.3
Total absolute increase (in millions)	156.1	—	—	156.1	88.1	22.9	4.9	—	32.8
% enrolment increase	21.0	—	—	26.9	149.3	72.2	6.9	—	32.8
Ratio of future effort to past effort	1.1	—	—	1.1	2.9	1.9	0.2	—	1.2

Note: Due to the double counting of some countries which appear in more than one region, the sum of individual regions may not match totals.

[27] Note from the UNESCO Institute of Statistics (2001) *EFA Monitoring Report: Implications of the Current EFA Status for Realisation of the Dakar Goals by 2015*. UNESCO, Paris.

BEST COPY AVAILABLE

Annex B: Classification of countries according to an enrolment gender party index[28]

Ratio of Girls to Boys	0.60 – 0.84	0.85 – 0.94	0.95 – 1	> 1
Sub-Saharan Africa	Burkina Faso, Burundi, Côte d'Ivoire, Ethiopie, Guinée, Guinée-Bissau, Libéria, Mali, Mozambique, Niger, Central African Rep., Senegal, Tchad, Togo	Angola, Comoros, Erithrea, Gambia, Sierra-Leone	Botswana, Madagascar, Mauritius, Congo-RDC, Tanzania, Rwanda, Swaziland, Zambia, Zimbabwe	Lesotho, Namibia
Arab States	Djibouti, Sudan, Yemen	Egypt, Iraq, Mauritania, Morocco, Saudi Arabia, Syria	Algeria, Bahrain, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Tunisia, United Arab Emirates	
Latin America and Caribbean		Anguilla, Guatemala, St. Kitts and Nevis, St. Vincent and Grenadines	Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Cayman Islands, Chile, Costa Rica, Cuba, Dominica, El Salvador, Haiti, Grenada, Guyana, Mexico, Nicaragua, Paraguay, Peru, Dominican Rep., Uruguay, Turks and Caicos Islands, Venezuela	
Eastern Asia and Pacific		Cambodia, Laos	China, Cook Islands, Fiji, Indonesia, Korea, DPR, Republic of Korea, Malaysia, Nauru, Niue, Philippines, Samoa, Thailand, Tuvalu, Vietnam	
Southern Asia	Bhutan, India, Nepal, Pakistan		Bangladesh, Iran, Maldives	

[28] UNESCO (2001)

BEST COPY AVAILABLE

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

The Department for International Development (DFID) is the UK government department responsible for promoting development and the reduction of poverty. The government first elected in 1997 has increased its commitment to development by strengthening the department and increasing its budget.

The central focus of the Government's policy, set out in the 1997 White Paper on International Development, is a commitment to the internationally agreed target to halve the proportion of people living in extreme poverty by 2015, together with the associated targets including basic health care provision and universal access to primary education by the same date. The second White Paper on International Development, published in December 2000, reaffirmed this commitment, while focusing specifically on how to manage the process of globalisation to benefit poor people.

DFID seeks to work in partnership with governments which are committed to the international targets, and seeks to work with business, civil society and the research community to this end. We also work with multilateral institutions including the World Bank, United Nations agencies and the European Community.

The bulk of our assistance is concentrated on the poorest countries in Asia and sub-Saharan Africa. We are also contributing to poverty elimination and sustainable development in middle income countries in Latin America, the Caribbean and elsewhere. DFID is also helping the transition countries in central and eastern Europe to try to ensure that the process of change brings benefits to all people and particularly to the poorest.

As well as its headquarters in London and East Kilbride, DFID has offices in many developing countries. In others, DFID works through staff based in British embassies and high commissions.

DFID's headquarters are located at:
DFID
94 Victoria Street
London SW1E 5JL
UK

(from January 2002: 1 Palace Street, London SW1E 5HE, UK)

and at:

DFID
Abercrombie House
Eaglesham Road
East Kilbride
Glasgow G75 8EA
UK

Switchboard: 020 7917 7000 Fax: 020 7917 0019
Website: www.dfid.gov.uk
email: enquiry@dfid.gov.uk
Public enquiry point: 0845 3004100
From overseas: +44 1355 84 3132

10/01 2K Produced for DFID Information Department by Fuller Davies Ltd

ISBN 1 86192 403 8